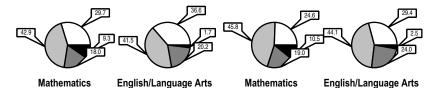
LANCASTER COUNTY SCHOOL DISTRICT 300 South Catawba Street Lancaster, South Carolina 29720 PK-12 GRADES 10.926 Students ENROLLMENT Patricia K. Burns 803-286-6972 SUPERINTENDENT BOARD CHAIR Robert Folks 803-286-6972 FISCAL AUTHORITY District Board/Referendum THE STATE OF SOUTH CAROLINA 2003 ANNUAL DISTRICT REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Districts with Students like Ours Excellent Good Average Below Average Unsatisfactory IMPROVEMENT RATING: AVERAGE ADEQUATE YEARLY PROGRESS: N/A SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003 2004	Average	Average	N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our District Districts with Students like Ours



Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan;

NOTE: Science and social studies are to be included in the 2005 school report card.

the local board policy determines progress to the next grade level

Tenth Grade Passage of One or More Subtests of the Exit Exam Districts with Students Like Ours Our District Percent 2002 2001 2003 2001 2002 2003 Passed all 3 subtests 63.4 68.0 60.7 70.2 67.5 68.2 Passed 2 subtests 18.1 15.4 18.9 16.4 17.2 17.2 Passed 1 subtest 11.1 10.1 12.4 8.5 9.4 8.9 Passed no subtests 7.3 6.5 7.6 4.9 6.0 5.2

ELIGIBILITY FOR LIFE SCHOLARSHIP	s	
Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	10.8	14.4
Seniors who met the SAT requirement	12.1	14.9
Seniors who met the grade point average	57.4	54.7

^{*}Using only the SAT and grade point average requirements

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GROUP

PAGT PERFURMANCE	BY GR	(B)				/ .		6
	/	M 15 ting	/ a> /	Casic /	/.c. /	Proficient of	/ nced	cient and chi
	dil	ier des	(ester/	ONL	Basic of	Profit	Advarof	ELE HABITU
	Ento	Rent 1st ing	lested old	on Basic	0/1	0/0	Advanced on Profi	Advanced Str
			Er	ıglish/Laı	iguage A			
All students	5,222	99.2	36.6	41.5	20.2	1.7	21.9	17.6
Gender								
Male	2,697	98.9	42.9	40.2	16.1	0.8	16.9	17.6
Female	2,525	99.6	30.0	42.8	24.6	2.6	27.2	17.6
Racial/Ethnic Group								
White	3,250	99.3	27.4	43.9	26.4	2.3	28.8	17.6
African-American	1,851	99.3	52.3	37.8	9.6	0.4	10.0	17.6
Asian/Pacific Islander	14	100.0						17.6
Hispanic	92	96.7	61.6	24.7	12.3	1.4	13.7	17.6
American Indian/Alaskan	15	100.0	38.5	46.2	7.7	7.7	15.4	17.6
Disability Status								
Not disabled	4,554	99.4	32.3	43.3	22.6	1.9	24.4	17.6
Disabled	668	97.9	67.7	28.3	3.8	0.2	4.0	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	5,222	99.2	36.6	41.5	20.3	1.7	21.9	17.6
English Proficiency	,,							
Limited English proficient	48	95.8	87.5	12.5				17.6
Non-limited English proficient	5,174	99.3	36.1	41.7	20.5	1.7	22.2	17.6
Socio-Economic Status	0,111	00.0	0011		2010			1110
Subsidized meals	2,651	98.9	50.3	38.6	10.7	0.5	11.1	17.6
Full-pay meals	2,568	99.6	23.7	44.2	29.3	2.8	32.1	17.6
. ,	1 2,000	00.0					02.1	1 11.0
				Mathe	matics			
All students	5,222	99.8	29.7	42.9	18.0	9.3	27.4	15.5
Gender	O,EEE	00.0	2011	12.0	10.0	0.0		10.0
Male	2,697	99.7	31.3	41.9	17.0	9.8	26.8	15.5
Female	2,525	99.9	28.0	44.1	19.1	8.9	27.9	15.5
Racial/Ethnic Group	2,323	99.9	20.0	44.1	19.1	0.9	21.9	13.3
White	3,250	99.8	20.2	44.0	22.7	13.1	35.8	15.5
African-American	1,851	99.9	46.0	41.5	9.9	2.6	12.5	15.5
Asian/Pacific Islander	1,031	100.0	40.0	71.0	0.0	2.0	12.0	15.5
Hispanic			40.2	26.0	12.0	2.7	117	
American Indian/Alaskan	92	100.0	49.3	36.0	12.0	2.7	14.7	15.5
Disability Status	15	93.3	33.3	41.7	16.7	8.3	25.0	15.5
Not disabled	1 551	99.8	25.5	44.4	19.7	10.4	30.0	15.5
Disabled	4,554							
Migrant Status	668	99.6	59.1	32.3	6.6	2.0	8.6	15.5
		0.0						15.5
Migrant	5 000	0.0	20.7	40.0	40.0	0.0	07.4	15.5
Non-migrant	5,222	99.8	29.7	43.0	18.0	9.3	27.4	15.5
English Proficiency		400.0	00.0	04.7				45.5
Limited English proficient	48	100.0	68.3	31.7	40.0		0==	15.5
Non-limited English proficient	5,174	99.8	29.2	43.1	18.3	9.5	27.7	15.5
Socio-Economic Status								

Abbreviations for Missing Data

42.1

17.8

42.3

43.6

11.8

24.0

3.8

14.6

15.6

38.6

15.5

15.5

2,651

2,568

99.8

99.8

N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enron	840, 0/0	0/086	all of	0/0	0/0	0/0 Sign
					/Langua	ge Arts		
▲ G	rade 3	784		24.5	42.0	31.8	1.7	33.5
G	rade 4	865		29.7	46.5	22.9	0.9	23.8
2 G	rade 5	900		34.9	47.5	17.4	0.2	17.6
Z002 G	rade 6	759		36.1	39.5	21.1	3.3	24.4
G	rade 7	887		36.0	46.8	15.3	1.9	17.2
G	rade 8	897		39.6	40.1	17.2	3.0	20.3
▲ G	rade 3	818	98.9	24.4	39.1	33.6	2.9	36.5
G	rade 4	830	99.6	28.7	43.8	26.5	1.0	27.5
g G	rade 5	906	99.7	42.1	41.6	15.7	0.6	16.3
2003 G	rade 6	969	99.3	43.3	35.5	18.6	2.6	21.3
G	rade 7	800	98.9	36.6	46.8	15.2	1.4	16.6
G	rade 8	899	99.0	42.4	43.1	13.0	1.4	14.4

		Mathematics									
▲ Grade 3	784		25.3	40.5	22.0	12.2	34.2				
Grade 4	865		32.0	36.5	20.5	11.0	31.5				
S Grade 5	900		28.9	43.2	17.6	10.4	28.0				
Grade 5 Grade 6	759		33.7	42.0	17.0	7.4	24.4				
Grade 7	887		44.2	31.3	12.5	12.0	24.5				
Grade 8	897		46.1	37.7	11.7	4.5	16.2				
▲ Grade 3	818	100.0	18.2	50.6	20.0	11.2	31.2				
Grade 4	830	99.8	21.8	47.6	19.2	11.4	30.6				
g Grade 5	906	99.9	31.8	43.9	17.5	6.8	24.3				
Grade 5 Grade 6	969	100.0	30.3	35.9	21.8	12.0	33.8				
Grade 7	800	99.8	37.4	36.6	16.6	9.4	26.0				
Grade 8	899	99.4	38.1	43.8	12.8	5.3	18.1				

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova: a national, norm-referenced achievement test.

		Percentage of students scoring in the upper half, 2002											
	Rea	ding	Language		Math		Total						
Grade	State	Nation	State	Nation	State	Nation	State	Nation					
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0					
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0					
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0					

^{*} Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress: a national, criterion-referenced achievement test.

				Percent of students scoring						
			Adva	anced	Prof	cient	Basic		Below Basic	
Test	Grade	Year	State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003			Eligibility for LIFE Scholarships*		tion Rate
	n	%	n	%	n	%
All Students	588	91.5%	556	10.8%	670	74.5%
Gender						
Male	281	90.0%	262	12.2%	323	72.1%
Female	306	93.1%	294	9.5%	347	76.7%
Race or Ethnic Group						
African American	178	80.9%	179	1.1%	238	56.7%
Hispanic	1	I/S	1	I/S	4	I/S
White	408	96.6%	376	15.4%	428	85.0%
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	7	28.6%	40	0.0%	58	19.0%
Students without disabilities	580	92.4%	516	11.6%	0	79.7%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	96	97.9%	556	10.8%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	1	I/S	2	I/S
Non-LEP	585	91.6%	555	10.8%	667	74.8%
Lunch Status						
Subsidized meals	149	85.2%	133	3.8%	214	46.3%
Full-pay meals	436	93.8%	423	13.0%	456	87.7%

^{*} Using only the SAT and grade point average requirements

2002-2003 College Admissions Tests

SAT	Verbal		Ma	ath	Total		
	2002	2003	2002	2003	2002	2003	
District	438	472	451	482	889	954	
State	488	493	493	496	981	989	
Nation	504	507	516	519	1020	1026	

ACT	English		Math		Rea	Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	
District	17.8	18.2	17.6	18.2	17.9	19.1	18.2	18.8	18.0	18.7	
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2	
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8	

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

2002	2003

Heath Springs Elementary Yes Yes

n = number of students on which percentage is calculated

1 Tot. development days/teacher	10.5 days	op nom 5.4 days	10.0 day3	11.5 0	ays
District					
Superintendent's years at district	1.0	Down from 7.0	3.0		3.0
Student-teacher ratio	24.6 to 1	Up from 19.7 to 1	21.4 to 1	20.6 t	0 1
Prime instructional time	88.1%	Down from 89.6%	89.5%	89.	0%
Dollars spent per pupil*	\$6,888	Up 4.9%	\$7,083	\$7,4	412
Percent spent on teacher salaries*	58.2%	Up from 43.9%	56.9%	56.	0%
Opportunities in the arts	Excellent	No change	Excellent	Excell	ent
Parents attending conferences	99.0%	No change	98.3%	96.	1%
Number of schools	19	Down from 20	18		8
Number of magnet schools	0	Down from 1	0		0
Number of charter schools	1	No change	0		0
Portable classrooms	2.6%	Down from 6.4%	2.9%	3.	5%
Average age in years of school facility	29	N/A	25		26
Number of schools with SACS accreditation	18	N/A	14		8
* Prior year audited financial data are reported.		Our	District	State	
Highly qualified teachers in low poverty	y schools	1	N/A	N/A	

Abbreviations f	or Missind	ı Data
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N/A

N/A

Highly qualified teachers in high poverty schools

SCHOOL DISTRICT GOVERNANCE

Board Membership

7 trustees elected to single-member seats

Fiscal Authority

District Board/Referendum

Average Number of Hours of Training Annually 34.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

Providing a quality education for all students continued to be our focus in 2002-03. In addition to a strong instructional program based on the S.C. curriculum standards, we also offered enrichment opportunities for students identified as academically or artistically gifted, a middle school pre-honors program in each of the core subject areas, honors and advanced placement courses at all high schools, courses for college credit through USCL and York Tech at all high schools, job shadowing and internship opportunities, computer-assisted instruction through FAST ForWord and other learning software programs, and after-school and summer programs provided through our partnerships with Communities-In-Schools, Twenty-First Century Learning Centers and First Steps of Lancaster County.

We're also pleased with the continuing efforts of our teachers to develop more effective teaching methods and strategies. Nearly 300 teachers took part in our Professional Growth Institute during the summer and throughout the school year. In the courses offered by the institute, teachers studied together to improve instructional skills.

This year, we again faced severe budget reductions at the state level. We are fortunate that our partnerships with the J. Marion Sims Foundation, the Springs Foundation, the John T. Stevens Foundation and the Lancaster Youth Endowment allowed us to continue some services to children that otherwise would have been eliminated.

We continue to be grateful for the support you, our parents, give our schools and our students. The most important factors in a child's success in school are the support he/she receives from parents and parents' attitudes about education. We are fortunate to have so many parents who work hard to make sure their children are prepared for school each day and who volunteer to help out at schools. We are fortunate to have formalized parental leadership through PTAs, School Improvement Councils and Parents for Public Schools.

Two other things continue to impress me about the educational system in Lancaster County: first, how hard our teachers, administrators and district-level staff work to help each child perform at high levels and meet our state's challenging standards, and second, how supportive our business and civic community is of our schools, donating time and resources to make our schools better.

Thank you again for your support of our schools. I hope you will continue to work with your children daily to help them achieve success in all aspects of their education. Working together, we can have the best possible effect on each child's learning.

Patricia K. Burns, Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal